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ABSTRACT

The Clinical Field Supervisor Program at the State University of New York College at Fredonia identifies and trains college personnel and classroom teachers from area school districts to serve as clinical field supervisors and associate faculty in the teacher education program. The goal is to improve the quality and quantity of supervision that student teachers receive. The program enhances the collaboration between schools and the college by identifying, training, and recognizing cooperative teachers in their expanded role as clinical field supervisors. Program participants attend seminars to develop supervisory competencies to help them guide student teachers' professional development. On completion of training, they are appointed College Clinical Field Supervisors and Associate Faculty. These individuals then serve as consultants to the clinical field supervisor trainees, student teachers, and school administrators. (MSE)

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CLINICAL FIELD SUPERVISOR PROGRAM

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Funds appropriated by the State of New York annually.

Program began in 1988 and is ongoing.

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

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ABSTRACT

The Center for Educational Studies is implementing a teacher education program which is college-based and field-oriented throughout all four years of the students' preparation. The collaborative partnerships among school districts, human service agencies, and the State University of New York College at Fredonia are essential for improved field-based instruction.

The Clinical Field Supervisor Program will identify and train classroom teachers to serve as Clinical Field Supervisors and Associate Faculty in the Center for Educational Studies. Teachers from area school districts within the service area as well as college personnel will participate in this program.

The goal of the Clinical Field Supervisor Program is to improve the quality and quantity of supervision that student teachers receive. This program enhances the collaboration between schools and the College by identifying, training and recognizing cooperative teachrs in their expanded role as Clinical Field Supervisors.

Clinical Field Supervisors (CFS) will participate in seminars to develop supervisory competencies which will assist them in guiding the professional development of student teachers. Upon completion of their training, they will be appointed College Clinical Field Supervisors and Associate Faculty. College supervisors will serve in a consultative role to the Clinical Field Supervisors, student teachers, and school administrators.

BACKGROUND

The College at Fredonia traces its roots to the Fredonia Academy, established in 1826. In 1867 it was named one of the new State Normal Schools for the training of teachers. In 1948 the school joined the newly-formed State University of New York system as one of the eleven teachers colleges within the university, and in 1961 became the State University of New York College at Fredonia with an expanded mission as a comprehensive, multi-purpose college. Its roots as an institution of higher education strongly involved in the preparation of teachers are clear and strong.

In 1988 the Center for Educational Studies was formed, recognizing those roots and reaffirming their importance to the mission of the College. The new center would play a role not only in improving early childhood and elementary education programs through the Department of Education, but would also cooperate with departments such as Biology, English, and History in examining secondary education programs. In the meantime enrollments in education, which had dropped precipitously in the late seventies and early eighties, began climbing again to near their previous levels. It soon became clear that, to meet the demand for new teachers to replace those retiring, there would have to be more supervisors for student teachers not only at the elementary level, but at the secondary level in various departments as well.

Unfortunately this period of high enrollment has not been matched with high budgets from the State of New York. Doing more with less has been the order of the day, and more efficient ways to make use of college personnel and of supervising teachers have to be devised. This program, having been used in some other states such as Missouri, is now being tried in New York State.

DESCRIPTION

Purpose

The goal of the Clinical Field Supervisor Program is to improve both the quality and the quantity of supervision that student teachers receive. In traditional supervision programs, college personnel are often spread thin, and spend much of their time just traveling from one school to another in which their student teachers are placed. Nevertheless, their knowledge of each student in the college classroom is invaluable in assessing the student's performance and potential in the elementary or secondary school. Better use of their time and expertise is surely possible. In addition, cooperating teachers, who see the student teachers in action more often in the schools, are not always fully aware of the student's course background nor trained to encourage the student teacher to try some of the most current techniques. Their training in observation of student teachers needs to match their opportunities more fully, so they may have an expanded role in supervision and may evaluate performance more broadly. This program enhances collaboration between the schools and the College by identifying, training and recognizing cooperative teachers in their expanded role as Clinical Field Supervisors.

Clinical Field Supervisors (CFS) will participate in seminars to develop supervisory competencies which will assist them in guiding the professional development of student teachers. This training will be performed by skilled college personnel and professional consultants from other colleges. Upon completion of the training, they will be appointed College Clinical Field Supervisors and Associate Faculty. College supervisors will continue to serve in a consultative role to the Clinical Field Supervisors, student teachers, and school administrators.

Criteria for Selection of Clinical Field Supervisors

Criteria were agreed upon by a task force consisting of college and public school personnel. The participant is or has:

a. a desire to work with student teachers;

b. a full-time staff member in the cooperating school system;

c. at least one year of teaching in the cooperating school system before being assigned a student teacher;

d. at least two years of teaching experience in the area being supervised;

e. an earned Master's Degree or permanent certification;

f. experience with evaluation of teaching via a performance-based system (CFS Training);

g. evidence of professional growth through graduate and/or inservice education;

h. approval by a designated school district administrator, Director of the Center for Educational Studies, and the Director of the Office of Field Experiences;

i. a commitment to participate in all seminar sessions: Training of Field Supervisors.

Training Sessions

Prospective Clinical Field Supervisors will participate in two training sessions each consisting of a Friday night and Saturday morning. Consultants will present information on the following topics: formal and informal observational systems, collecting and recording data, conferencing, problem solving, students as adult learners, formative and summative evaluation; and working as a member of an instructional team.

The third and final training session will occur in the semester following the first two training sessions. At the conclusion of this summary meeting graduates will receive the Clinical Field Supervisor Certificates and other related awards.

These training sessions are participative: that is, session participants will be actively engaged in learning tasks. All training sessions will be held on the campus of the State University of New York College at Fredonia.

Incentives and Rewards for Program Graduates

a. Clinical Field Supervisor Certificate.

b. Associate Faculty status.

c. One hour of graduate credit for participating in the three training sessions.

d. Access to college facilities.

The target population for the program is qualified teachers in area schools who wish to participate in the student teacher supervision program. Staffing requirements include current college teachers who supervise student teachers and cooperate with area school systems and selected consultants brought in to help with the training of the Clinical Field Supervisors. Costs are minimal, involving fees for consultants and other costs related to training sessions.

RESULTS

Since the program is just getting underway, results are not yet final. In the interim period, feedback from Clinical Field Supervisors has been positive. They feel that their competence and expertise is being better recognized by the new system. Some college personnel have elected to work with the new system and some are still working with the previous method. Comparative evaluation of each remains to be done, both quantitatively and qualitatively.

CONCLUSIONS AND RECOMMENDATIONS

No conclusions or recommendations have been made yet, pending full evaluation. However, the program could easily be replicated at another college or university as it currently stands, due to low costs in personnel time and in funding.

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